

FOURTH GRADE LANGUAGE ARTS

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CORE CURRICULUM GUIDE FOR PARENTS

In addition to the skills listed below, family literacy includes shared conversation at home, daily family reading, modeling of good listening and writing activities, and frequent visits to the library.

LANGUAGE

- Know the reason for listening, such as to follow directions, get information, or be entertained.
- Show comprehension by following multiple-step directions, answering questions, and summarizing information.
- Speak clearly, in complete and extended sentences, with expression, tone, and subject/verb agreement.
- Know reasons for viewing media, identify main ideas, and distinguish between fact, fiction, and fantasy.
- Use a variety of formats in presenting stories and reports, and participating in dramatic activities.

SPELLING

- Use word families, common patterns and other skills to spell increasing numbers of new words.
- Spell correctly words with roots, prefixes, suffixes, and other word parts (disapprove, celebration).
- Learn spelling of more difficult words, especially those in subject matter, such as honor, triangle, mineral.
- Apply what is already known to spell new words, and visualize words to help remember the spelling.

VOCABULARY

- Use new vocabulary learned by listening, reading, and talking with others about many topics.
- Learn the meaning of and use a variety of grade-level words from stories, art, science, and other subjects.
- Use dictionaries, glossaries, and other sources to determine the meaning of new words.
- Increase vocabulary by connecting new words and concepts to what is already known, such as knowing that *nation/national/international* are related ideas as are *planet/planetarium*.
- Identify the meaning of new words using root words and affixes, such as *respect/disrespectful*.
- Think of clues in words, sentences, and paragraphs to learn the meaning of key words, words with similar meanings (*pretty/attractive*), and expressions such as "*Hit the sack*" and "*It's a piece of cake*."
- Use context to determine meaning of synonyms, homonyms, and multiple-meaning words.

COMPREHENSION

- Identify the purpose of reading text and think of what the author wants the reader to learn.
- Use what is known to connect the new information to oneself, another book, or to the world.
- Ask questions about what is read and make predictions about what may be coming next.
- Locate facts and think about details to understand the main ideas in information text.
- Summarize in your own words the important ideas/events with details about what you are reading.
- Identify characters, setting, and sequence of events in stories, including problem/solution ideas.
- Know what information is given in diagrams, table of contents, glossaries, charts and other features.
- Recognize different structures in text help comprehension, such as cause/effect, comparison/contrast.
- Enjoy a variety of reading such as fairy tales, fiction, poetry, newspapers, magazines, and other sources.



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WRITING

- Think of ideas to write about in reading and other experiences, select a topic, and decide on your audience.
- List some important words/ideas about the topic and write a draft copy. (That means one to be improved!)
- Read what you wrote, make changes to make the writing better understood, and rewrite it with corrections.
- Use strong verbs, interesting language, and strong endings that state your message well.
- Write text for different purposes, such as lists, labels, stories, letters, reports, journals, poetry, etc.
- Share your writing with family, friends, and others, using illustrations if needed, then publish your work.

FLUENCY

- Read grade-level text at a rate of approximately 120-150 words per minute with 95-100 percent accuracy.
- Read grade-level stories in meaningful phrases using expression and punctuation.
- Read a greater amount of subject matter text with automaticity and understanding.